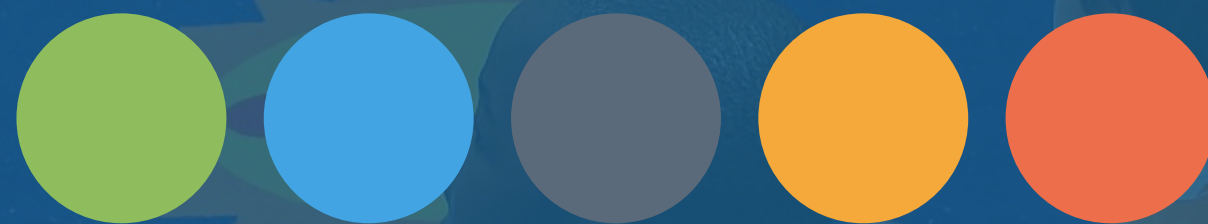


# THE ALABAMA DEPARTMENT OF EARLY CHILDHOOD EDUCATION

JEANA ROSS, SECRETARY



OFFICE OF SCHOOL READINESS  
FIRST CLASS PRE-K  
OFFICE OF EARLY LEARNING  
HOME VISITING

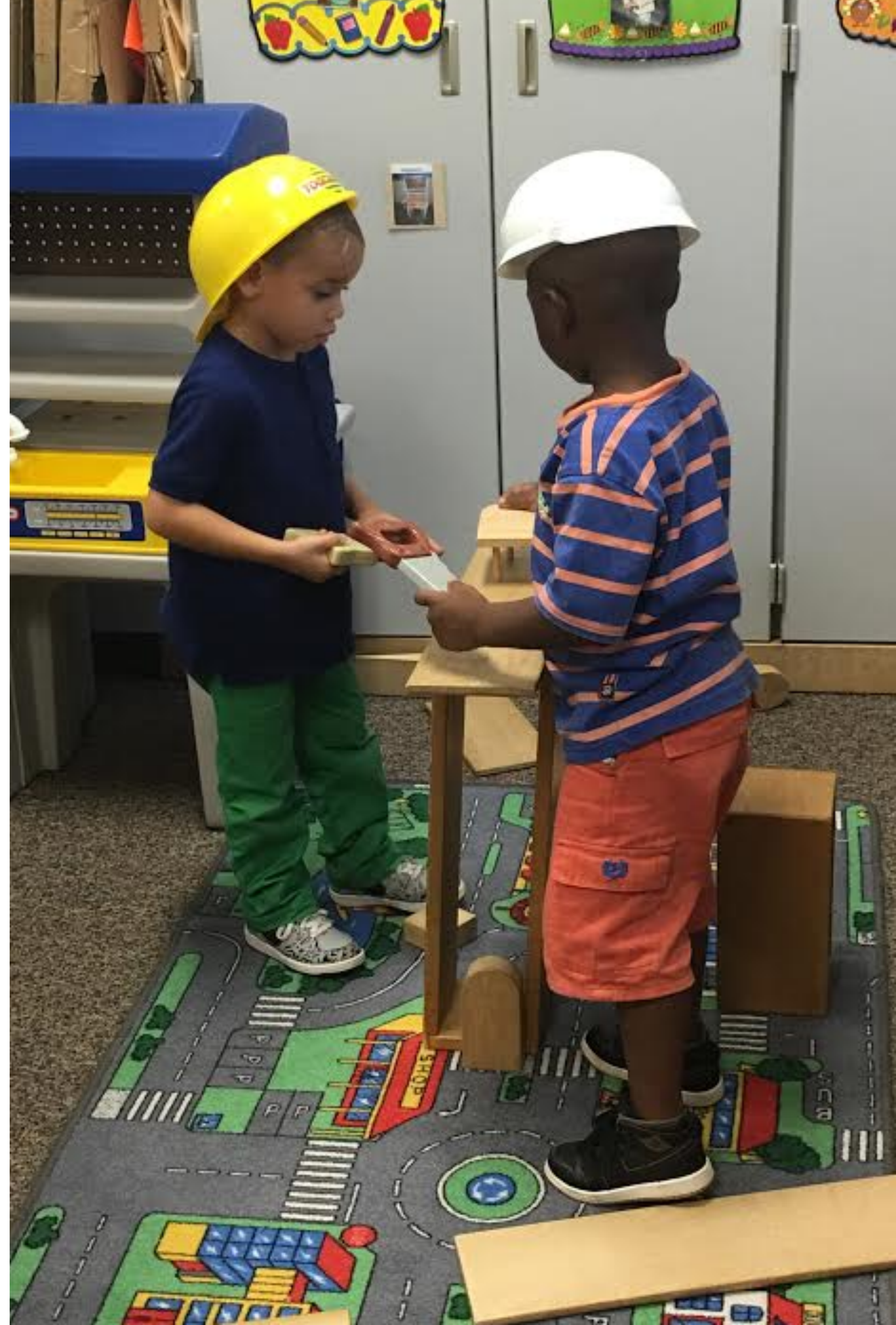


ALABAMA DEPARTMENT OF  
Early Childhood  
Education

# Early Years of Life Matter



Nobel Memorial Prize Laureate Professor James Heckman's work with a consortium of economists, psychologists, statisticians, and neuroscientists shows that **early childhood development** directly influences economic, health and social outcomes for individuals and society.



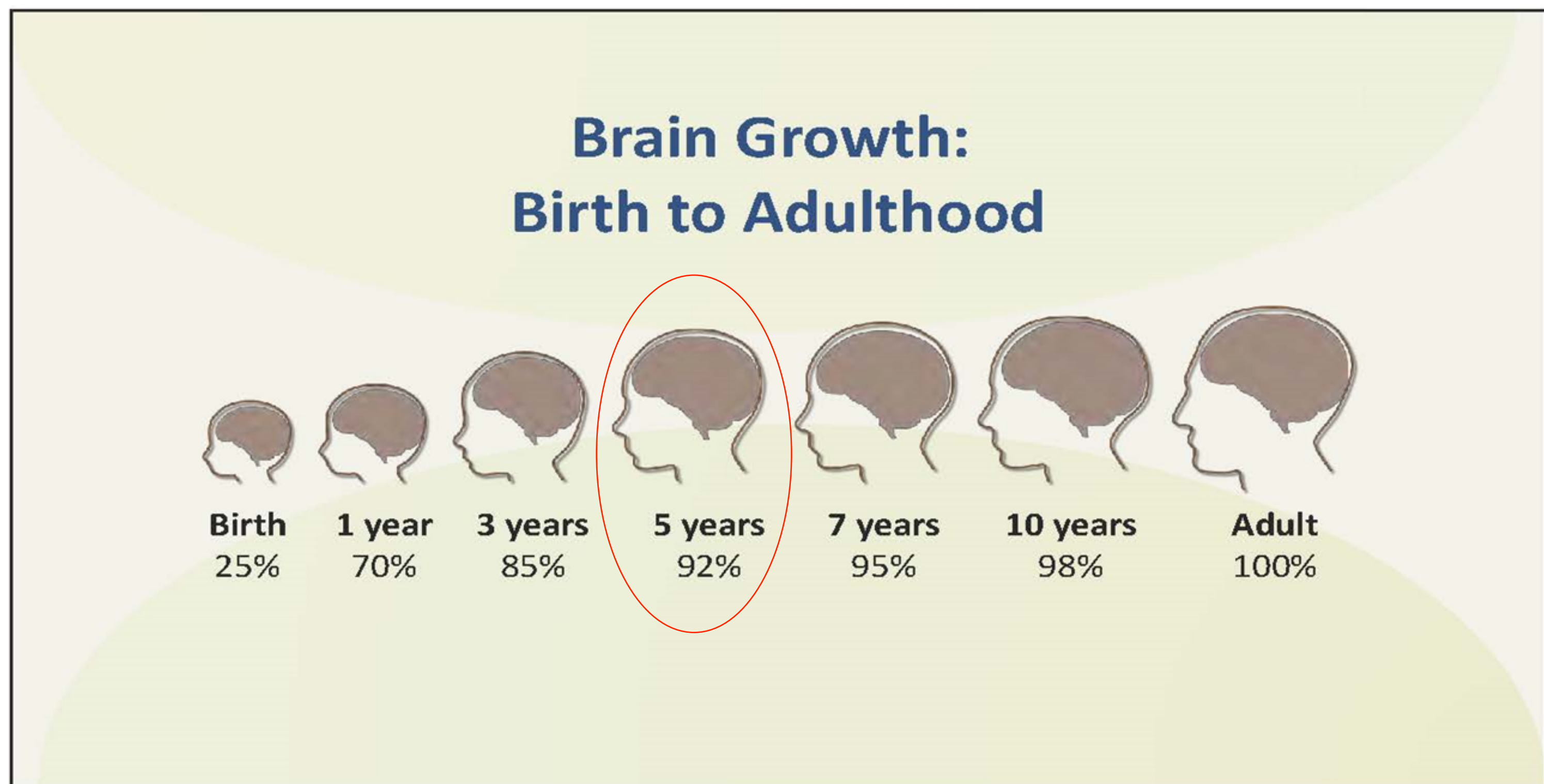


For the past **eleven years** (2006-2017) Alabama First Class Pre-K **has met all** of the quality benchmarks the National Institute for Early Education Research (NIEER) measures to determine a program's quality. Alabama is one of **only six states** in the country to meet this level of quality in 2017, and one of only two states to already meet the enhanced 2018 quality standards.

# The Importance of Early Childhood Education



The foundations of brain architecture are established early in life.



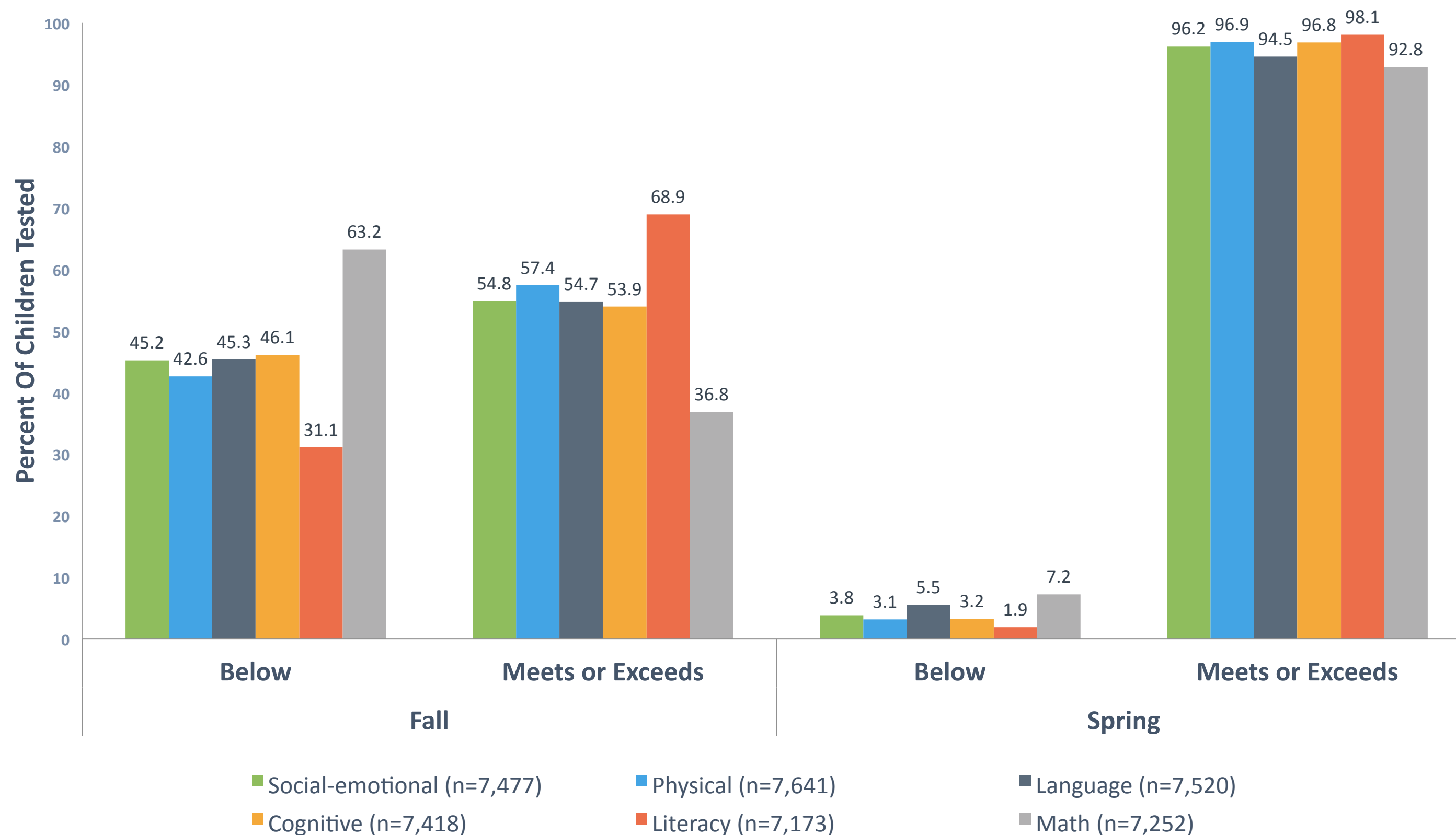
Patricia Kuhl, Ph.D. Co-Director, Institute for Learning & Brain Sciences and Director, NSF Science of Learning Center, University of Washington, Seattle

# First Class Pre-K

## Exceeding Developmental Expectations

The 2015 assessment of child outcomes indicates that over 90% of children enrolled in First Class Pre-K programs demonstrated significant growth and met or exceeded developmental expectations in all 6 areas measured for their age by the end of the program year.

Child Growth and Development  
Fall 2015 – Spring 2016 (Teaching Strategies GOLD)

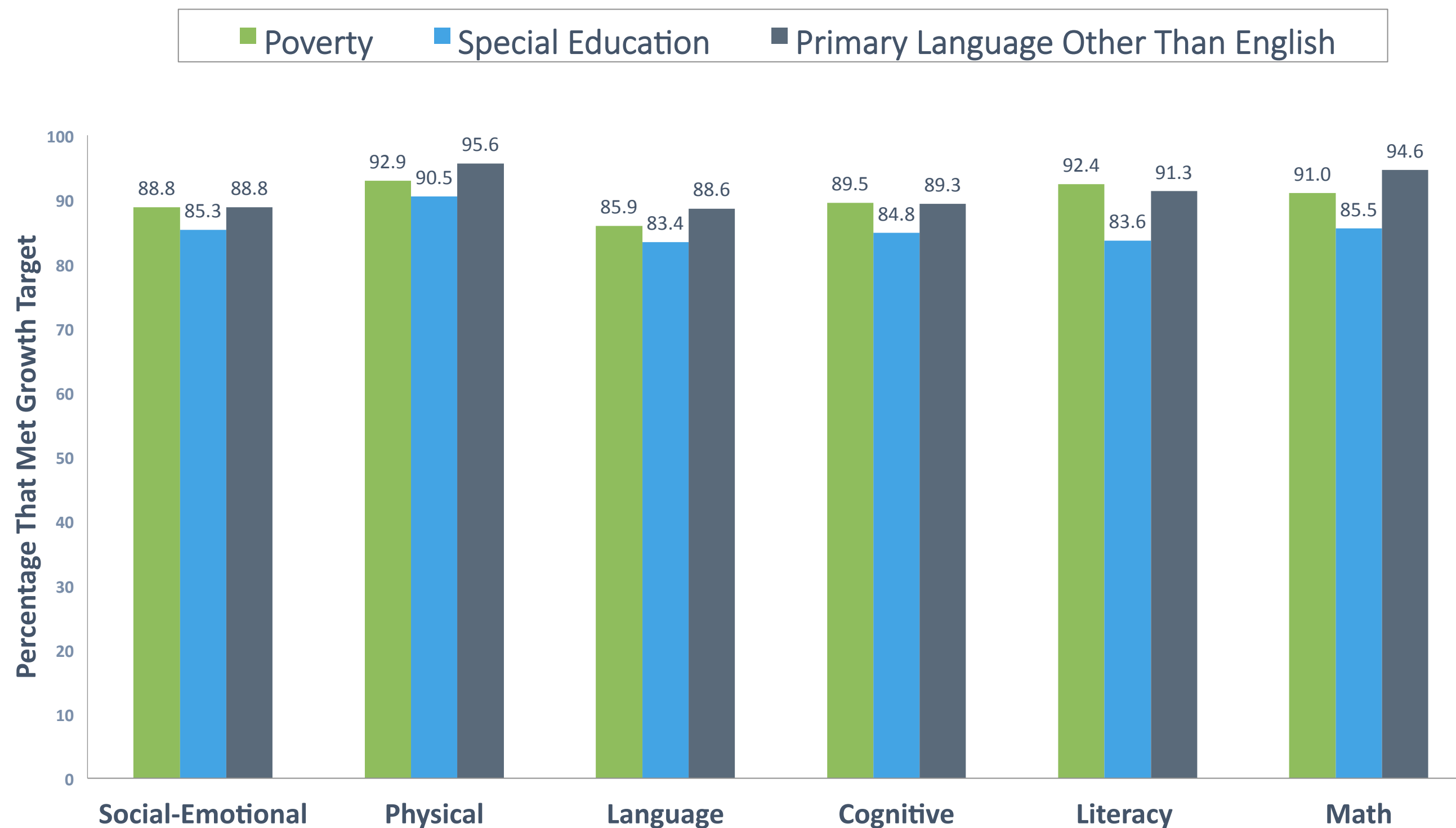


# First Class Pre-K Meeting Growth Targets



Even among vulnerable populations that may not meet widely-held expectations for growth and development compared to children their same age, children who received First Class Pre-K met targets for growth during the Pre-K year. First Class Pre-K is **helping close the achievement gap** for vulnerable children.

Met Expected Growth Targets: Selected Sub-Groups  
Fall 2015 – Spring 2016 (Teaching Strategies GOLD)



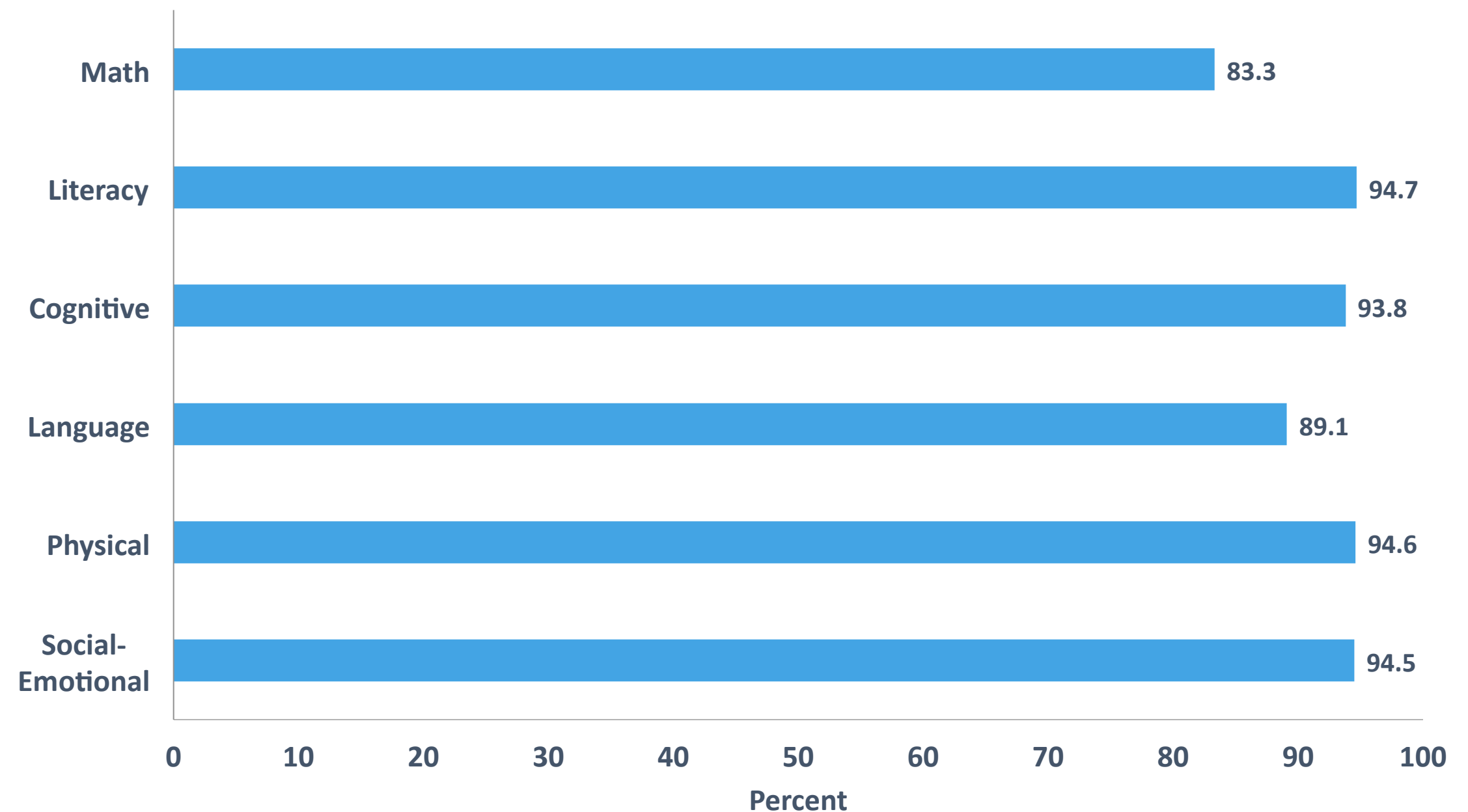
# First Class Pre-K Kindergarten Readiness



Nearly all children who completed First Class Pre-K tested as “ready” for Kindergarten across 6 domains of development.

Kindergarten Readiness, First Class Pre-K  
Spring 2016 (Teaching Strategies GOLD)

■ Accomplished Kindergarten Readiness



# Impact: Grade Retention



Children who participated in First Class Pre-K are less likely to be retained in K-12 than children who did not attend.

The greatest reduction in grade retention has been demonstrated by low-income children.



# Impact: Reading & Math Proficiency

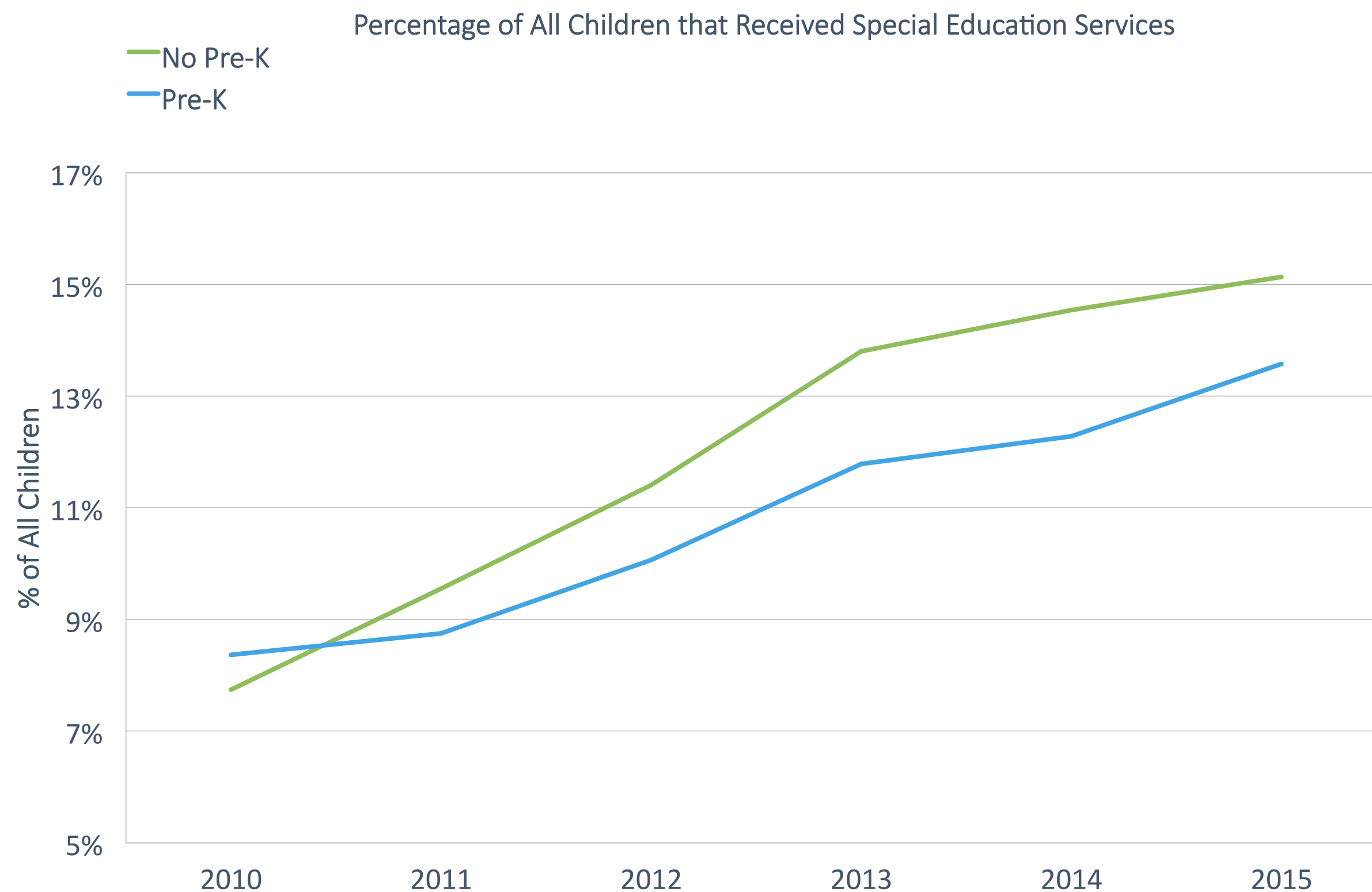


Statewide analysis among Alabama's most vulnerable children (low-income) shows that children who received First Class Pre-K **were more likely to be proficient in reading and math** based on standardized assessments in the elementary school years and lack of retention compared with children who did not receive First Class Pre-K.

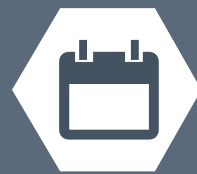


# First Class Pre-K Impact: Special Education

If children attend First Class Pre-K, the percentage of children that received disability services decreased relative to not being in First Class Pre-K over time. **More children are identified as having disabilities in First Class Pre-K.** This helps the state meet early identification guidelines.

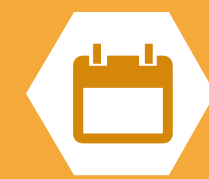


# Impact: Attendance



Alabama First Class Pre-K children consistently over time and across grades... *miss fewer days of school.*

Low-income children who receive First Class Pre-K are more likely to attend school regularly and less likely to be chronically absent over their elementary school years than are those who did not receive First Class Pre-K.



**From preschool through high school, absenteeism has serious implications in a child's academic performance and outcomes... Students who are absent have:**

- Lower test scores
- Lower course grades - which derails their ability for college completion
- Lower likelihood of graduating from high school
- Lower likelihood of being on track in high school - impacts their career and college readiness

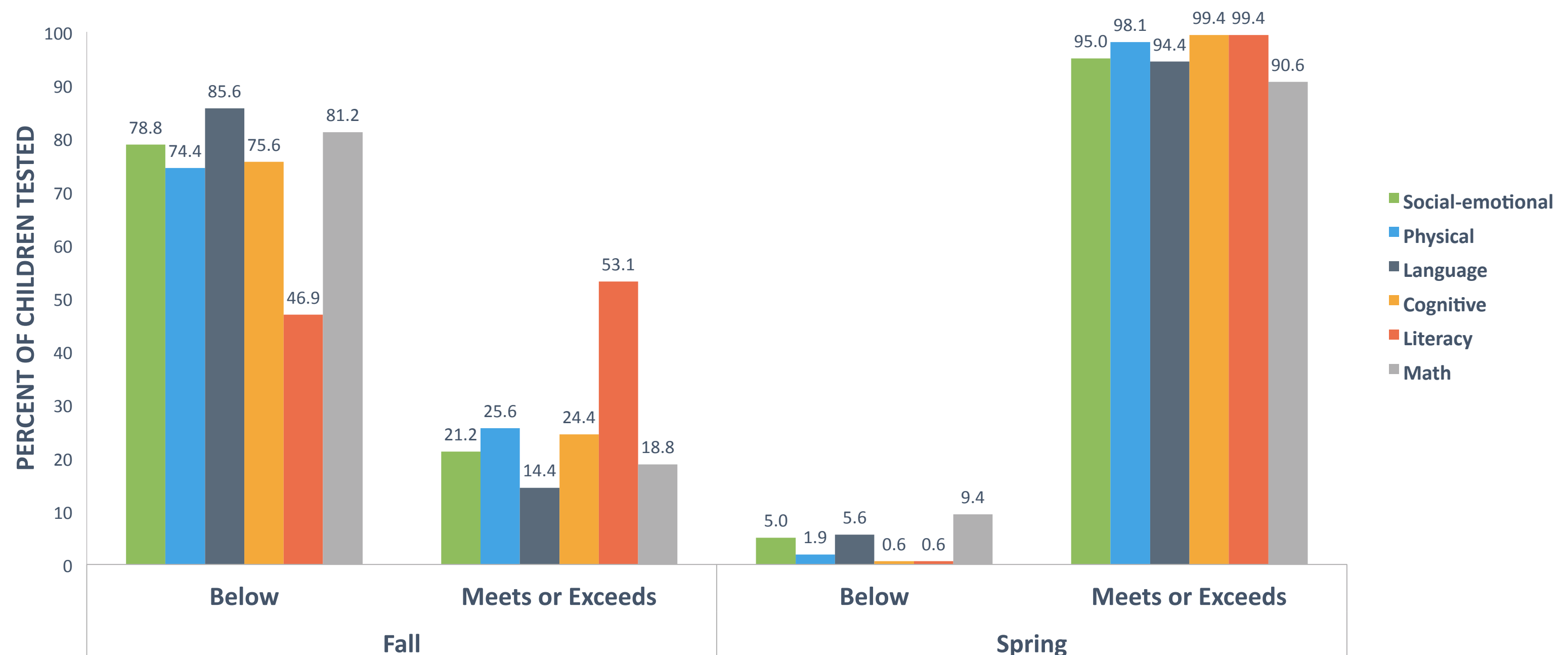
# Impact: Selma Pre-K Case Study



For most all domains of school readiness, **about three-quarters or more** of the children who entered First Class Pre-K programs in Selma during the 2015/2016 school year were performing **below widely-held expectations** for school readiness for their age.

After completing the year of First Class Pre-K, **nearly all (more than 90%) of the children were meeting or exceeding widely-held expectations** across all domains of school readiness for their age.

Byrd First Class Pre-K Center, Selma:  
Child Growth and Development  
Fall 2015 – Spring 2016



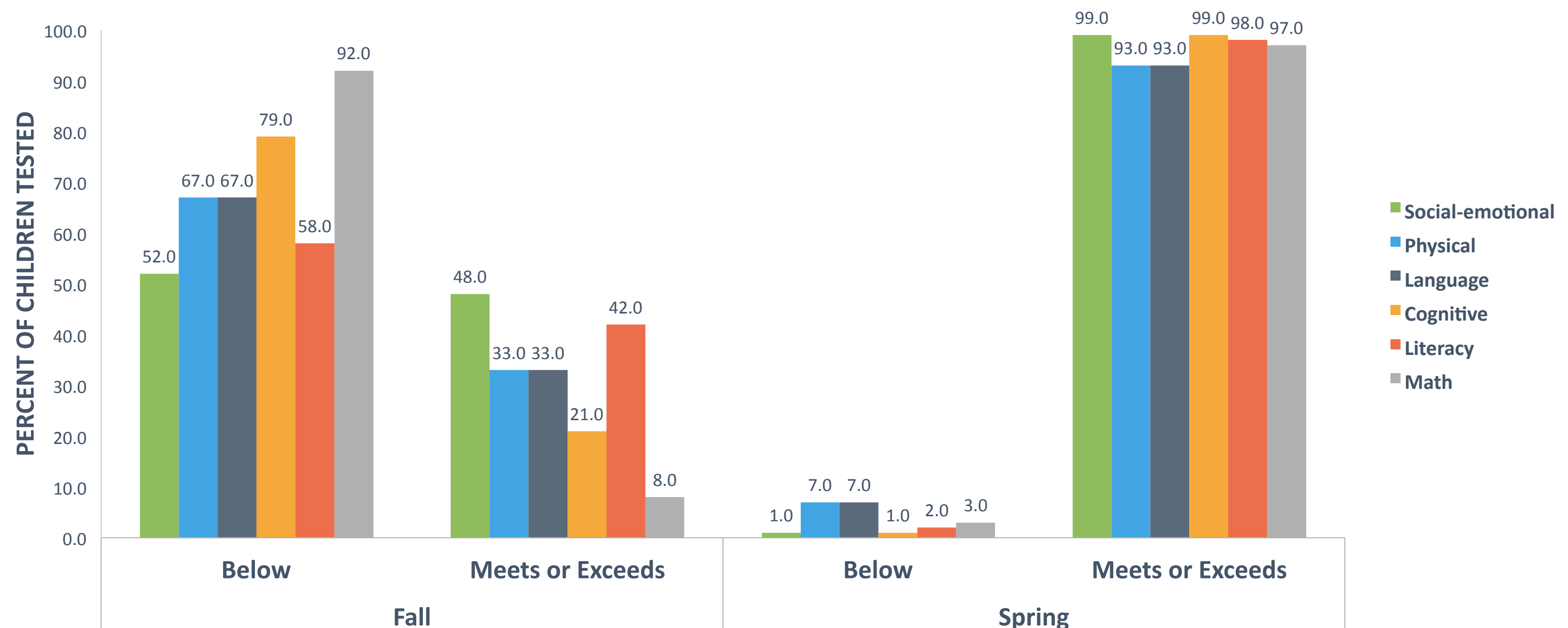
# Impact: Wilcox County



For all domains of school readiness, **fewer than half of the children** who entered First Class Pre-K programs in Wilcox County during the 2015/2016 school year were performing **below widely-held expectations** for school readiness for their age.

After completing the year of First Class Pre-K, **nearly all (more than 90%) of the children** were meeting or **exceeding widely-held expectations** across all domains of school readiness for their age.

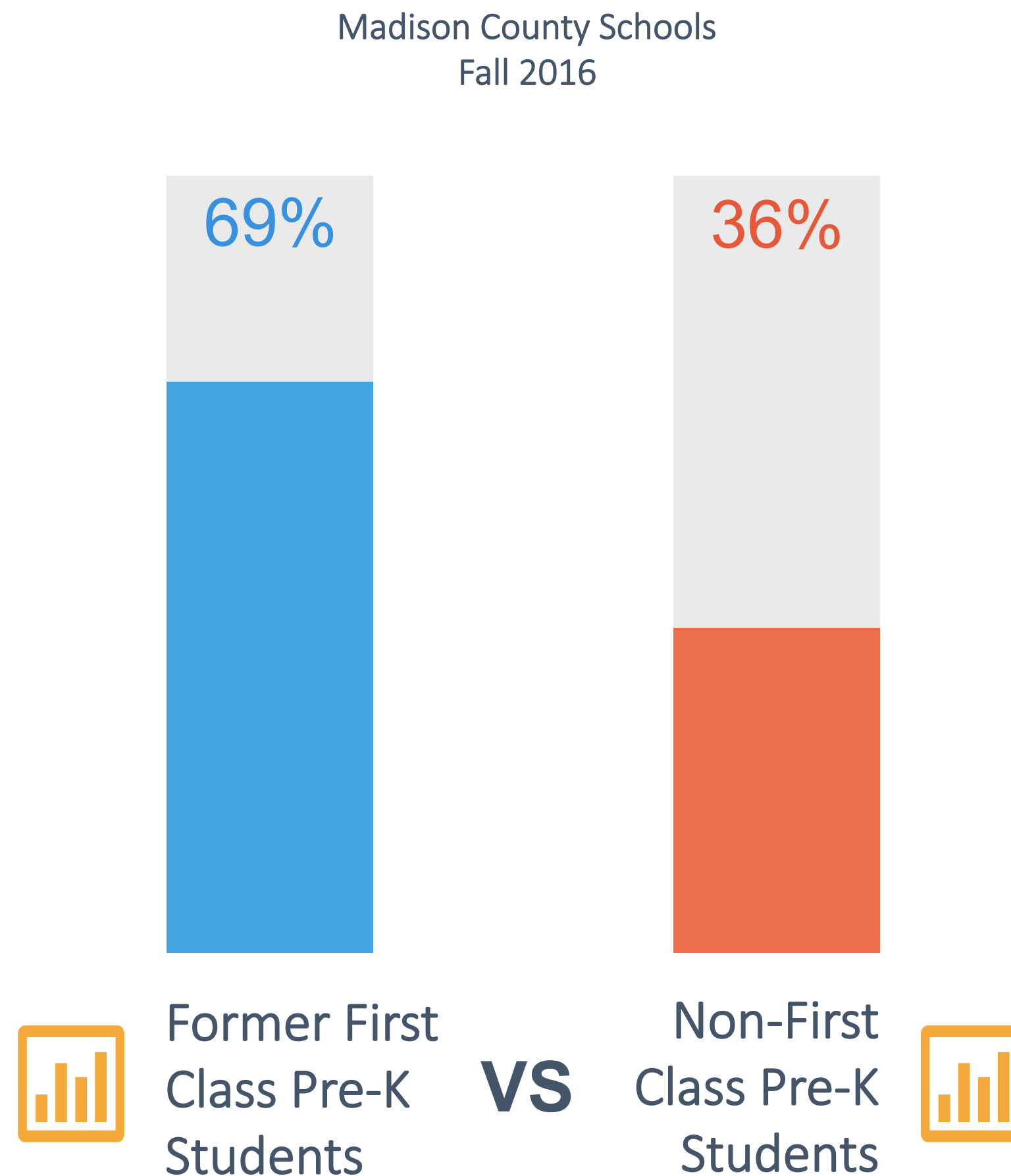
Wilcox County Schools First Class Pre-K:  
Child Growth and Development  
Fall 2015 – Spring 2016



# Impact: Madison County Schools



Percentage of kindergarten students scoring at or above benchmark in First Sound Fluency (DIBELS)



# Alabama First Class Pre-K Framework



## Student Achievement

Professional Development

First Class Program Guidelines & Quality Assurances

Alabama Development Standards for Preschool Children

Program Monitors

Differentiated Coaching Through the Alabama Reflective Coaching Model

Ongoing, Authentic, Observational & Research Based Assessment

First Class Classroom Guidelines

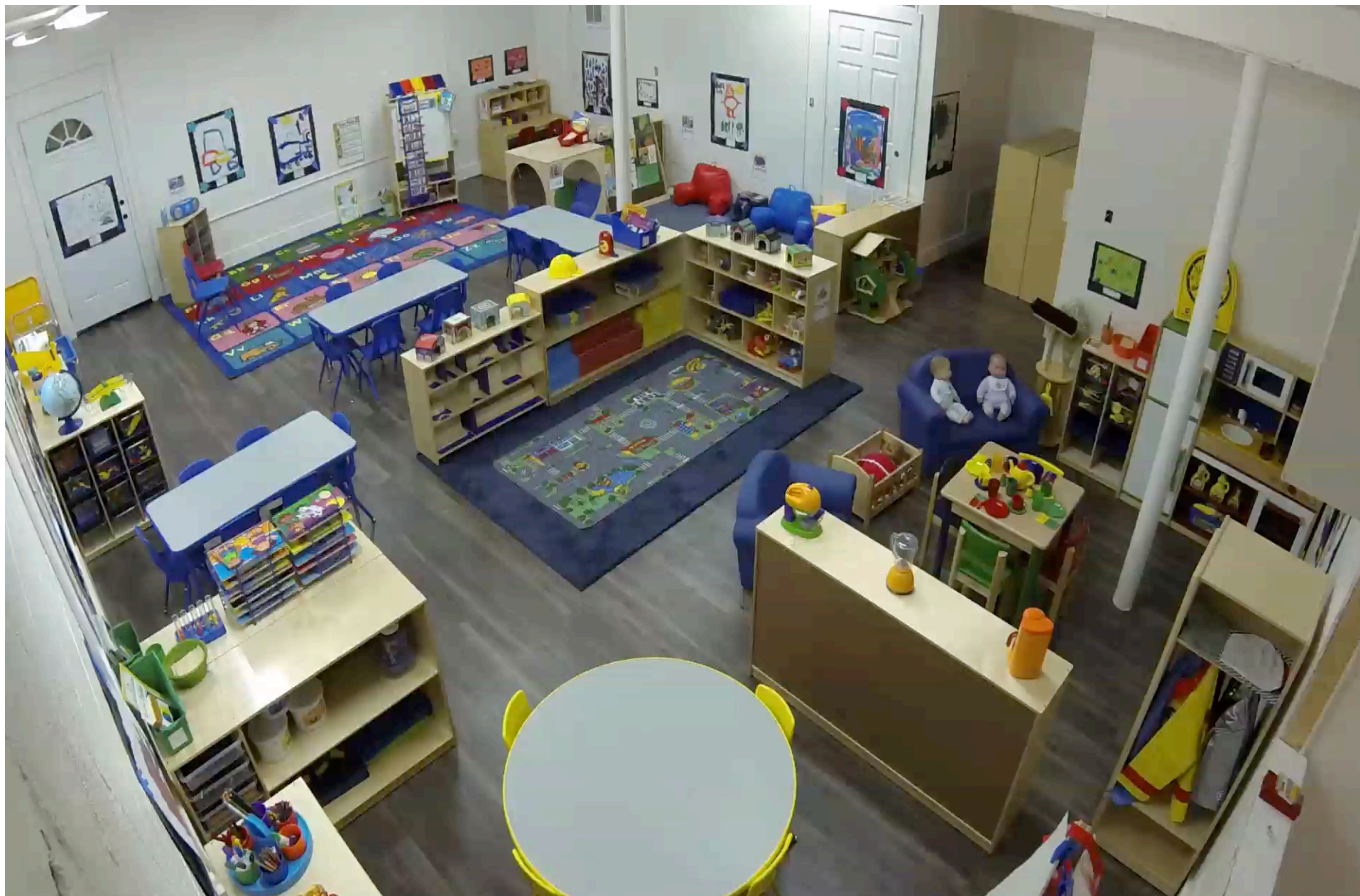
Credentialed Lead and Auxiliary Teachers

Screening Referrals and Support Services

Support for Intentionally Designed Learning Environments



# First Class Pre-K

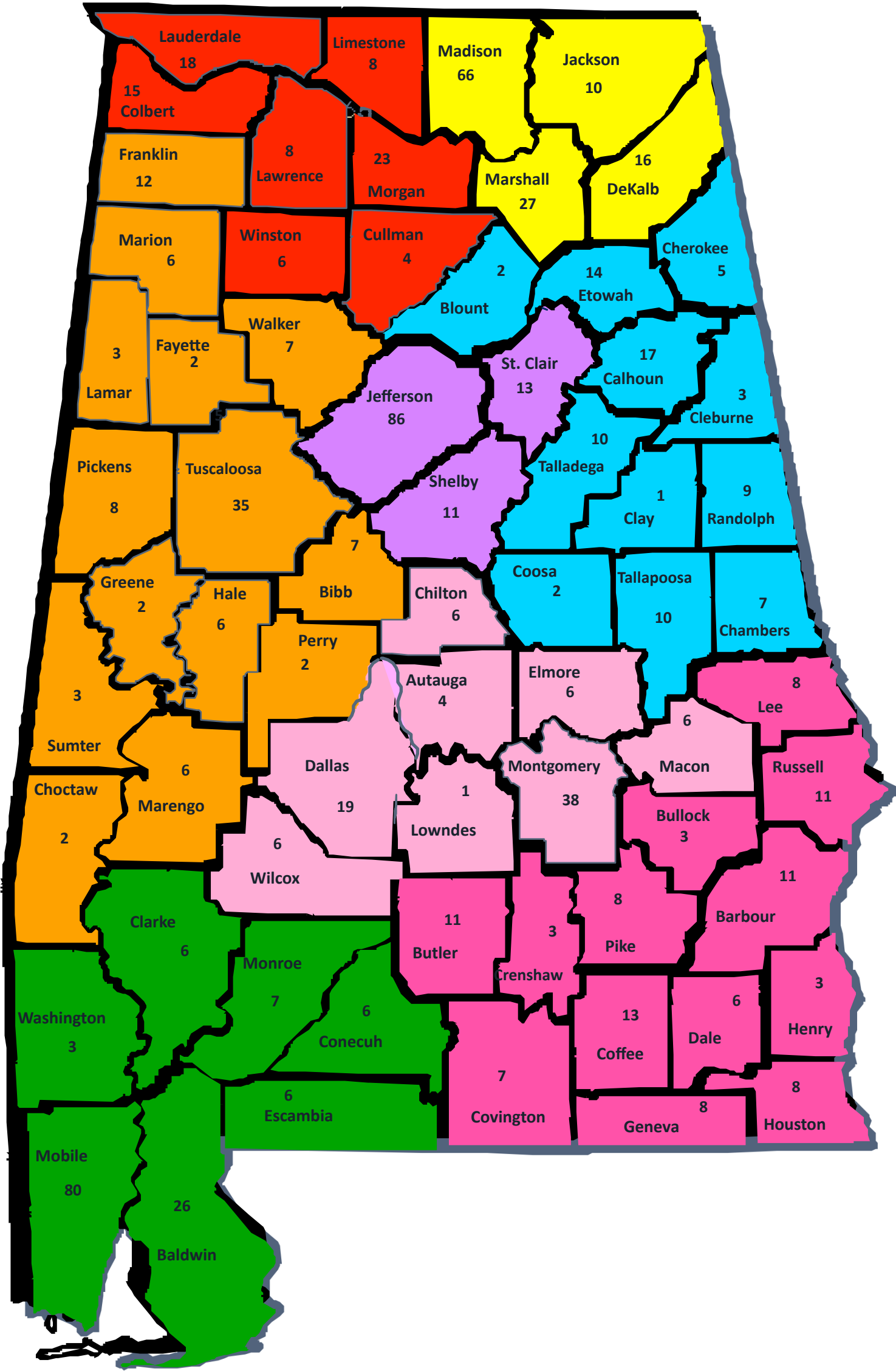


# First Class Pre-K Program Grant Process

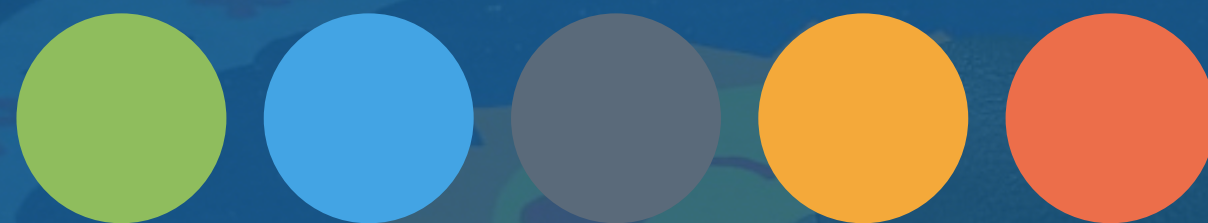


First Class Pre-K

# 2016-2017 Classrooms/Regions



# FIRST CLASS PRE-K PROGRAM GUIDELINES 2017-2018



ALABAMA DEPARTMENT OF EARLY CHILDHOOD EDUCATION

OFFICE OF SCHOOL READINESS



ALABAMA DEPARTMENT OF  
**Early Childhood  
Education**



# Introduction



The Program Guidelines ensure that programs provide a safe and high quality learning environment

The Program Guidelines also provide guidance and regulations for expenditure of state funds

The Office of School Readiness will be serving over 900 pre-K classrooms in the upcoming 2017-2018 school year

# Mixed Delivery System



Public Schools



Private Childcare &  
Schools



Head Start Programs



Faith Based Programs



Military Programs

# High Quality



**Alabama's First Class  
Pre-K Program has been  
awarded the highest  
quality rating by the  
National Institute for  
Early Education Research  
(NIEER) for the past  
11 years!**





# Program Administration



# High-Quality Pre-K

## What are the non-negotiables ?



- ✓ Ensure the utilization of child assessment data through the ongoing use of Teaching Strategies GOLD
- ✓ Maintain safe, clean, neat and organized learning environments
- ✓ Team planning and coordination
- ✓ Two staff in classroom at all times (except during nap time)
- ✓ Child-centered learning environments
- ✓ Avoidance of worksheets at all times
- ✓ DHR licensed, or in case of public schools meet DHR safety requirements
- ✓ Fully participate with the Office of School Readiness staff for continuous improvement



# Online Systems



**BaselineEdge** is the online data system used by the Office of School Readiness to capture program, teacher, and child demographics as well as the classroom budget.



**TS GOLD** is the online formative assessment tool utilized to document each child's progress throughout the year and to guide instruction and planning (there will be 3 checkpoints during the year- October 27, February 9, May 18)



**myTeachstone** is an online professional development resource for teachers. It is a tool that will encourage professional growth increasing the effectiveness in teacher/child interactions. The coach will provide feedback and recommend resources to the teaching team.



**Foundant** is the online management system that is used to capture all information regarding the award.

# Where do I find the fully executed MOU?



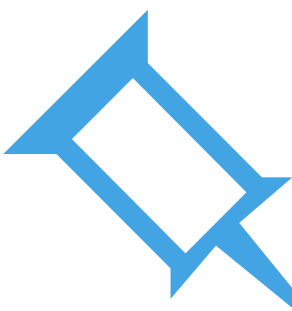
Signed MOUs will be uploaded in Foundant and will be available to print



Access to Foundant:

[https://www.grantinterface.com/Common/LogOn.aspx?](https://www.grantinterface.com/Common/LogOn.aspx?eqs=ApVvmgXCk2Xs9VuqJK32bKA1kbokh6pm0)

[eqs=ApVvmgXCk2Xs9VuqJK32bKA1kbokh6pm0](https://www.grantinterface.com/Common/LogOn.aspx?eqs=ApVvmgXCk2Xs9VuqJK32bKA1kbokh6pm0)



For information on how to access Foundant, contact Tammy Gibson:

[tammy.gibson@ece.alabama.gov](mailto:tammy.gibson@ece.alabama.gov)

# The OSR Initial Budget



This is your program's work plan, once approved by your Regional Director, it is the expectation that programs will carry out Pre-k activities according to your budget plan.

OSR Pre-K Budget						
	OSR Budget	Additional Funds 1	Source 1	Additional Funds 2	Source 2	Additional OSR Funds Granted
Quality Instruction						
Lead Teacher Salary						
Lead Teacher Benefits						
Auxiliary Teacher Salary						
Auxiliary Teacher Benefits						
Substitutes						
Payroll Taxes						
Background Checks						
Professional Development Registration						
Professional Development Mileage						
Professional Development Stipends Teacher Training						
Resource Teacher(s)						
Publications and Resources for						
Sub Totals						
Quality Learning Enviroment						

# Budgets



- Entered in BaselineEdge data system no later than August 31st.
- 18 students enrolled to receive full funding (unless approved waiver(s) in place)
- 25% supplemental/in-kind funds required
- Other braided funds (designation must be documented between state and federal funds)
- Reflect parent fees if collected
- Administrative total cost not to exceed 6% of total funds
- Budget amendments may be made January 1-31

# Budget Guidelines



- ➞ Individual non-consumable items over \$300 must be pre-approved by your First Class Monitor or Regional Director prior to the purchase and inventoried on [Appendix M](#).
- ➞ Inventory lists should be kept on-site.
- ➞ Copies of all purchases made with OSR funds should be provided to the First Class Monitor for documentation (receipts, cancelled checks, credit card statements, signed purchase orders, etc.) First Class Monitors will track all purchases on a monthly budget tracker.
- ➞ All budget changes that exceed 10% per line item must be approved by the First Class Monitor prior to the expenditure.







# Final Budget



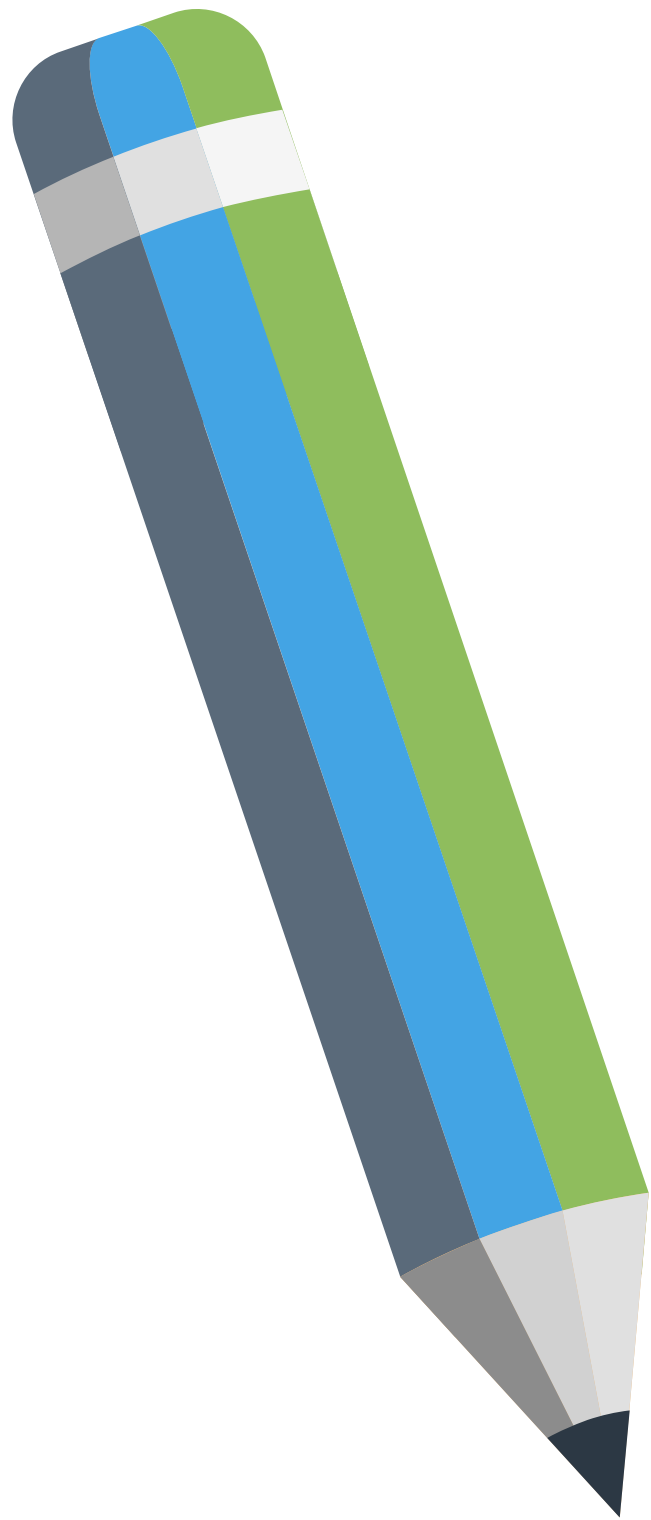
- \$ OSR wants to know the sum of the actual cost to operate your First Class Pre-K program.**
- \$ In May, the sum of all actual costs should be reflected in the 'Total' column.**
- \$ For example, if, in your initial budget you budgeted \$1,000.00 for instructional materials, but by May you had actually spent \$1,200.00. This amount should be indicated on the budget 'Total' column.**

# Parent Fees



-  If your program chooses to collect parent fees (tuition), you must show on the budget how those fees are reinvested into the current OSR classroom.
-  The amount of tuition depends on the type of funding you were awarded (See Appendix B for OSR sliding fee scale and contact your Regional Director for individual support with this process).
-  No additional fees (other than meals) may be required of any child.
-  No child may be denied access/dismissed due to a family's inability to pay requested fees (tuition).
-  No supply list may be required; you may request voluntary donations, but these must be labeled as such.
-  Children whose slots are funded through federal funds, (Title I, Title III, etc.) Migrant, or Homeless may not be charged fees.

# Documentation Requirements

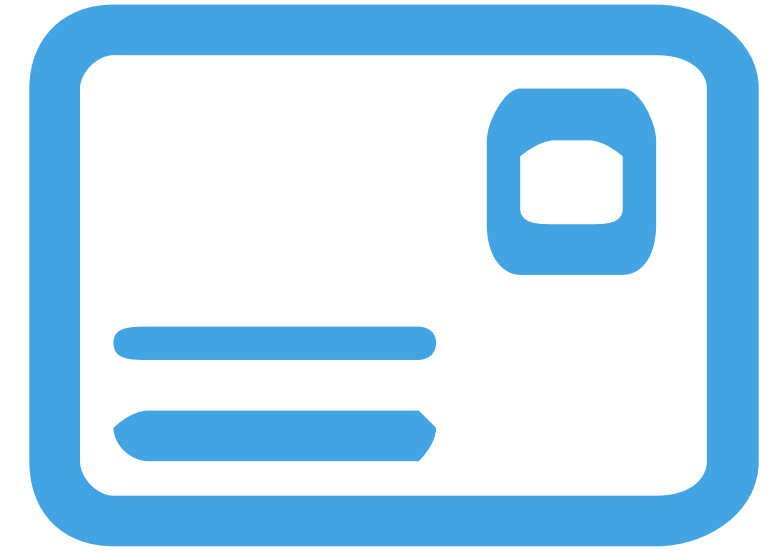


- ✓ **First Class Pre-K Programs are expected to complete, submit, and file all documents required by OSR in a timely manner, as required in Program Guidelines.**
- ✓ **Copies of all documents and records for each classroom should be retained on site for 3 years following the final financial report for that year.**
- ✓ **OSR documentation is confidential and must be stored under lock and key.**

# Documentation to be Mailed to OSR



- ✓ **ALSDE T-Cert documentation will now be accepted pending approval by Regional Director**
- ✓ **If official transcripts are required, they must be received on or before September 1, 2017. (ATTN: Toya Harris, P.O. Box 302755, Montgomery, AL 36130-2755)**
- ✓ **Appendix E should be filled out for each classroom and notarized. (Monitors will be picking up the notarized copy. Please have them ready by August 15th.)**
- ✓ **Public Schools and Head Starts can write statement, in lieu of listing names, on form-"All employees have background checks verified." (The form must be signed and notarized.)**



\*Consequences for failure to submit and maintain the required paperwork will result in non-compliance with Program Guidelines

# Program Delivery



Funded for 187 days; 7 days teacher PD/180 days of classroom instruction

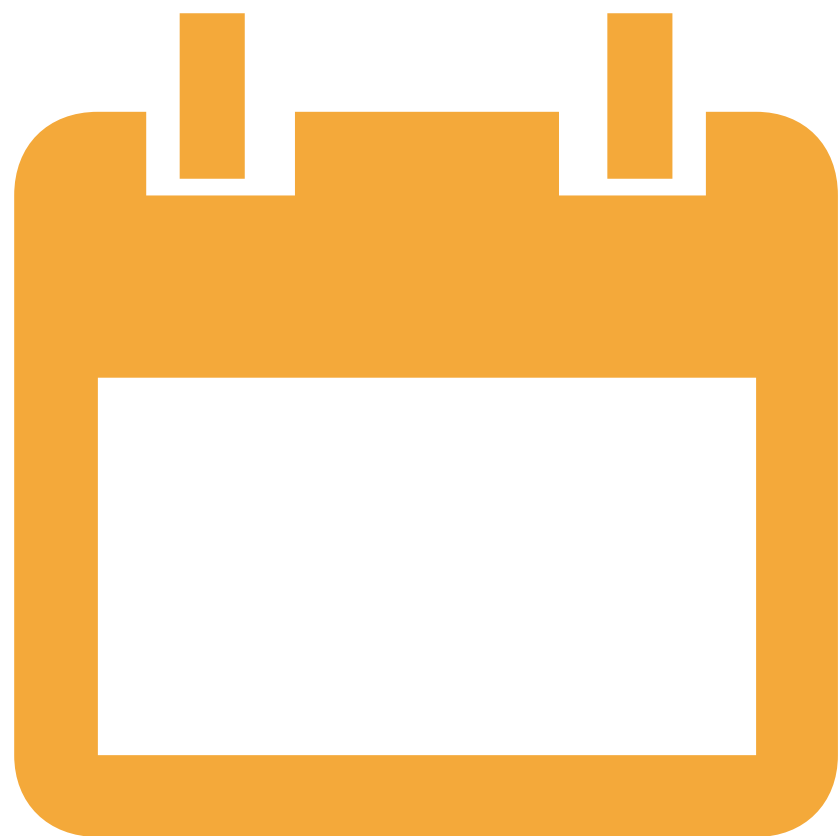


Child's program at least 6.5 hours daily/5 days per week; start time no earlier than 7:30 am (Children should not be dismissed before 6.5 hours of instruction.)



Teachers work at least 7.5 hours daily/5 days per week; the remaining 1 hour must be solely dedicated to the pre-K program for teacher collaboration/planning and other First Class Pre-K activities (parent conferences, etc.)

# Dates of Operation



- ✓ First Class Programs will begin *no later than* September 1st.
- ✓ Classrooms in Public Schools should coordinate with the local school calendar adopted by the BOE.
- ✓ Head Starts and Private Childcares are encouraged to follow their local school system calendar.
- ✓ Days missed for inclement weather must be made up unless a state of emergency was declared for the corresponding school system in which the classroom exists (a revised calendar with dates must be submitted to the First Class Monitor and also provided to the parents). Teachers must be paid if the Governor declares a state of emergency.

# Required Health Information, Screenings, & Referrals



**Proof of Immunizations (blue card) or signed religious belief affidavits against immunizations should be on file in the building where the classroom is located.**



**Physical, vision, hearing, and dental screenings must be provided on-site by the First Class Pre-K Program at no cost to families (Appendix D) and must be completed October 31, 2017.**



# Ages and Stages Questionnaire-3 (ASQ-3) Screener



The Office of School Readiness is partnering with:



to facilitate the screenings and to connect families with  
Care Coordinators.

OSR Coaches and Monitors will guide your classroom teachers in their  
responsibilities in completing the process.

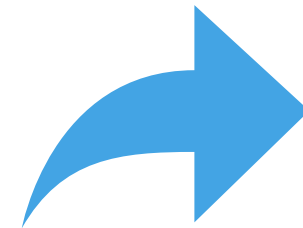
Programs may contact Liletta Jenkins of the Children's Policy Council (see page  
12) to schedule a Play With Purpose: Ages and Stages event to assist parents in  
completing the ASQ-3 Screener.

For additional support please contact Katie Prince

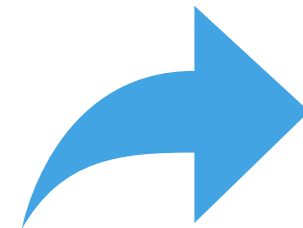
[kprince@smartstartalabama.org](mailto:kprince@smartstartalabama.org)

334-271-0304 / 866-711-4025

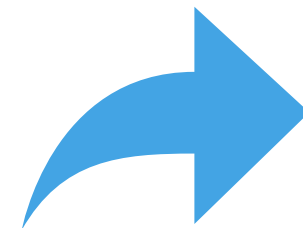
# First Class Pre-K Classroom



Providers are expected to provide a learning environment that is clean, safe, and conducive to high quality learning.



OSR will conduct assessments of the environment and make recommendations for improvement as needed.



Classrooms should be set up and ready to begin by the first day of school (See **Appendix P** for appropriate list of equipment, materials, and supplies).

# Classroom Delivery



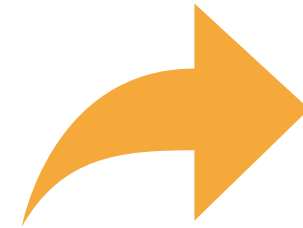
- ✓ Teacher/child ratio 9:1
- ✓ Indoor minimum classroom space requirement 35 sf per child
- ✓ Outdoor minimum space requirement 60 sf per child
- ✓ Two adults present with children at ALL times (except nap)
- ✓ Neither lead or auxiliary teachers may be used to fulfill another role or duty during the pre-K day--Programs will be fined \$500 for each instance
- ✓ Please make sure that all personnel dealing with pre-K (principals, etc.) are aware of this



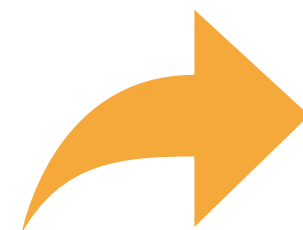
# Enrollment Waivers



**Classes allowed to begin the school year with 16 children**



**Classroom should have 18 children enrolled by September 30 (or 17 children with 1 approved waiver/ 16 children with 2 approved waivers)**



**Waiver Request Form (Appendix F) should be filled out and sent to First Class Regional Director for approval**

# Children with an IEP



Children with diagnosed disabilities and significant special needs should receive services and staffing in accordance with their IEP (see section CF 1.4)



OSR teachers should have a copy or access to all IEPs for children in their classrooms

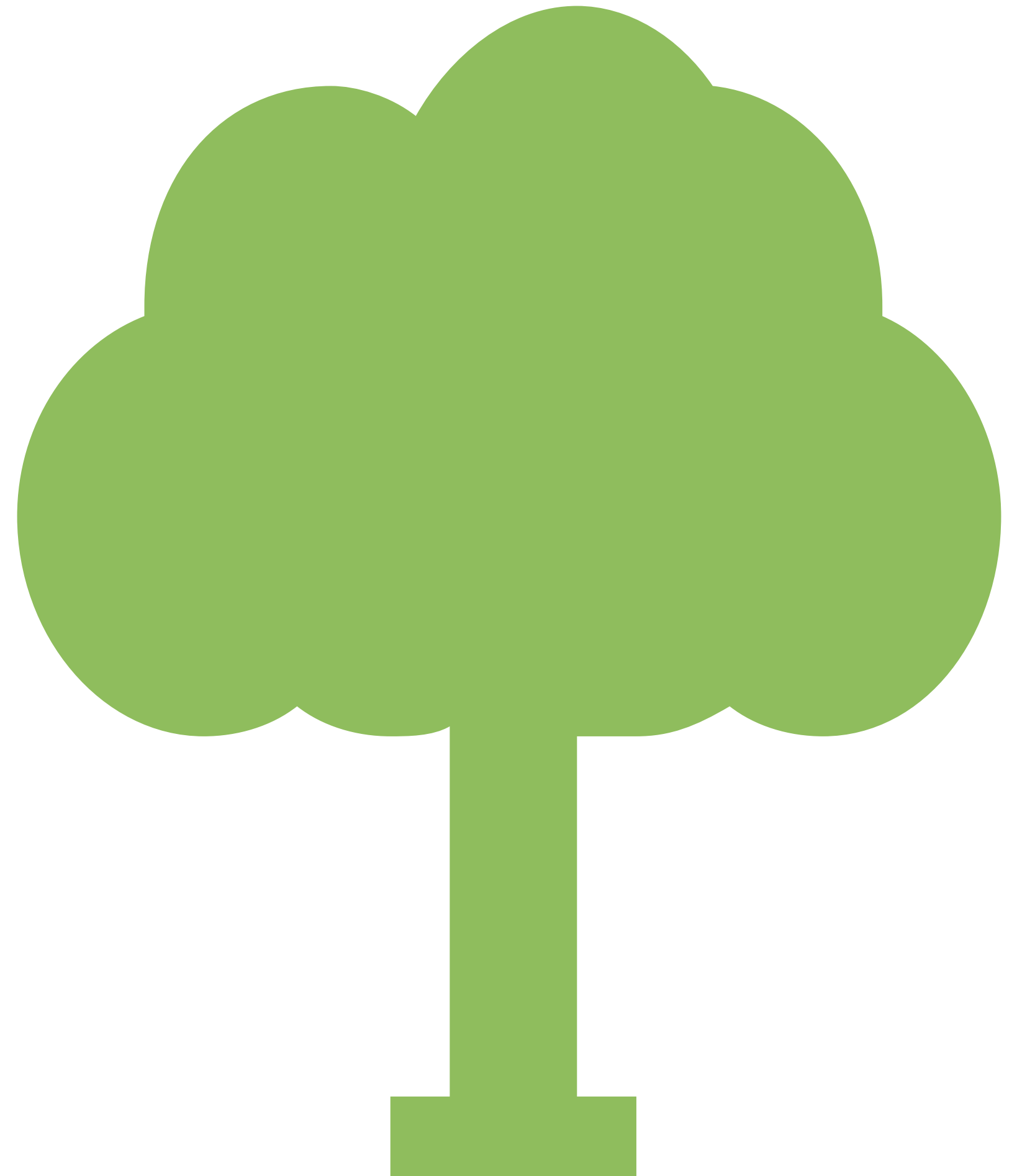


OSR teachers should attend all IEP meetings if possible

# Outdoor Play Area



- ✓ Age appropriate equipment
- ✓ Enclosed by fence or wall at least 4 feet high
- ✓ Arranged for staff supervision of all children
- ✓ Some form of shade provided
- ✓ Well drained
- ✓ Free of hazards

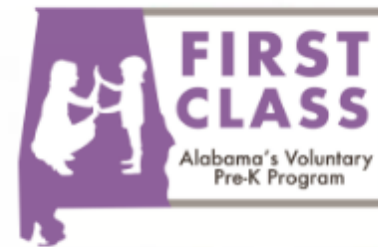


# Curriculum



- **All First Class instruction should be guided by the Alabama Developmental Standards for Preschool Children.**
- **Teaching Strategies GOLD is the state assessment tool that guides appropriate alignment of the standards with the teacher's instruction.**
- **If a program chooses to purchase a curriculum as a supplement, it is important that it aligns with the standards and GOLD assessment, while also being consistent with the intent of the OSR Framework.**
- **Religious Curriculum should be taught outside of the 6.5 OSR Pre-K day.**

# ALABAMA DEVELOPMENTAL STANDARDS FOR PRESCHOOL CHILDREN



# Orientation



- ✓ On-site orientation must be provided for families within 20 working days of the beginning of Pre-K or prior to the start date of school.
- ✓ First Class Monitors will check the Family Involvement Sign-In (Appendix I) for verification.
- ✓ Teachers should schedule a meeting for any families who were unable to attend the original meeting (have them sign Appendix I).
- ✓ Suggested topics to cover during orientation are listed in Appendix J.



# Other Components



⇒ Breakfast, lunch, and snack

⇒ Rest and supervised outdoor play

## ⇒ Field Trips

- ⇒ at least one required in-state field trip
- ⇒ must be free for each child
- ⇒ should involve enrichment activities
- ⇒ should be in-state unless paid with funds other than OSR
- ⇒ programs should develop their own policies regarding field trips



# Pre-K Child and Family



# Pre-K Child and Family



- ✓ Child must be 4 years old on or before September 1st
- ✓ Children who are 5 and eligible for Kindergarten may not enroll
- ✓ Child must be a resident of Alabama

- ✓ Parent must prove Alabama residency (such as a current utility bill)
- ✓ School systems may restrict attendance to their school districts, but must have a written policy adopted by the local Board of Education in place



# Family Involvement Expectations



First Class Pre-K Programs must develop a comprehensive plan for family involvement no later than October 1st and will be reviewed by your First Class Monitor



An annual calendar specifying ways families may earn hours along with the number of hours earned specified should be given to all pre-K families.



Some take home activities should be included

# Family Involvement Expectations (continued)



Families are responsible for completing 12 participation hours during the year

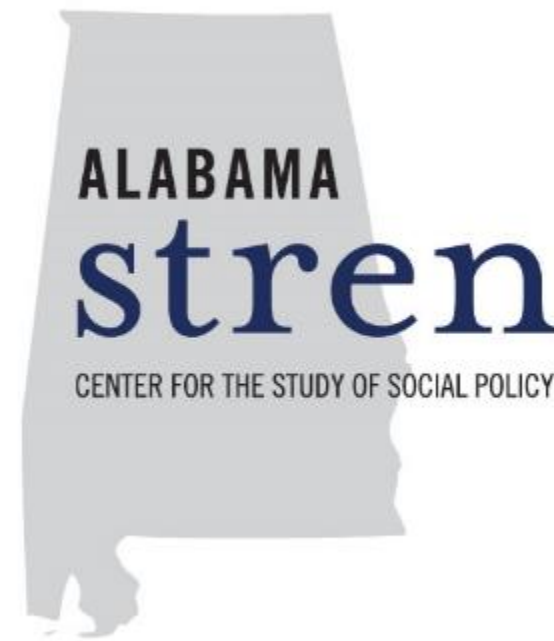


Flyers should be sent home in advance of any family events as a reminder (see [Appendix K](#) for Family Involvement Log)



Although every effort should be made to ensure family involvement, no child should ever be dismissed for lack of family participation

# Strengthening Families



strengthening families™  
A PROTECTIVE FACTORS FRAMEWORK

**Strengthening Families** is a research-based, cost-effective strategy to increase family stability, enhance child development and reduce child abuse and neglect. It builds five protective factors:

Parental resilience

Social connections

Knowledge of parenting and child development

Concrete support in times of need

Social and emotional competence of children

**First Class Monitors will work with teachers to implement the Strengthening Families Program.**

# Parent/Teacher Conferences



- ✓ At least 2 individual conferences per year
  - ✓ 1st Conference after the October GOLD Assessment checkpoint, but before December 15th
  - ✓ 2nd Conference after the final GOLD Assessment checkpoint, but before the end of the school year
- ✓ Both conferences are to be documented in each child's on-site file using the TS GOLD Family Conference Form

# Student Attendance



- Pre-K providers are required to formulate written procedures to address issues regarding attendance and tardiness and the procedures should specify what actions will be taken by the Pre-K provider if attendance issues arise; First Class Monitors will review at the beginning of the year.
- Daily attendance records are required to be maintained on-site for review
- Attendance records should also document when a child arrives late or leaves early
- Our goal is to assist families in establishing and maintaining regular school attendance patterns; procedures should be shared with families during orientation.



# Chronic Attendance Issues



- ✗ Chronic tardiness is defined as late arrival or early departure more than 2 days per week.
- ✗ Chronic Absenteeism is defined as missing more than 4 days per month without medical or other reasonable explanation.
- ✗ Chronic tardiness or absenteeism may also be defined by an established regular attendance pattern (s) (e.g., late every Monday, out every Friday, etc.).
- ✗ If a child has missed 10 consecutive days in a row without a medical excuse or other reasonable explanation, contact your OSR monitor.



# Provider's Responsibility



**Providers are required to document efforts to assist parents/guardians with attendance/tardiness issues in order to improve attendance.**



**A meeting should occur with the parent/guardian to determine the reason for attendance issues and identify ways to resolve the problem(s).**



**All parties at the meeting should sign and date the documentation for the meeting and this should be kept on-site.**



**See pages 19-21 of the Program Guidelines for further information.**

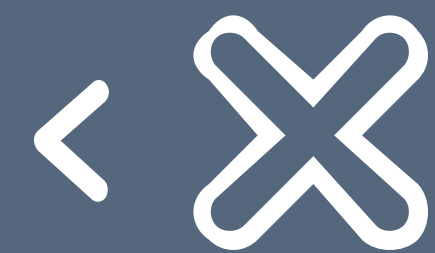


# Student Discipline



No employee shall use  
any form of corporal  
punishment.

No use of time-out  
is allowed.



# Examples of Appropriate Practice



**Redirecting**

**Encouraging**

**Problem solving**

**Effective planning**

**Calming strategies**

**Smooth, engaging transitions**

# Significant Behavioral Concerns



**If a teacher notices a child has significant behavioral, developmental, or health issues, individualized interventions may be necessary.**



**Information from the parent completed ASQ-3 combined with information from the GOLD assessment may be used to substantiate the need for a parent conference to discuss a possible referral to the LEA for services and support.**



# **The Alabama Pre-K Teaching Team**



# Lead Teacher



- ➔ Must have a Bachelor's Degree in Early Childhood Education or Child Development (at minimum)
- ➔ Funded for 187 days of service; 7.5 hours of work per day 5 days per week
- ➔ 7.5 hours must be solely dedicated to the pre-K classroom (6.5 hours of instruction and 1 hour of planning with auxiliary teacher).
- ➔ 7 days of Professional Development
- ➔ Lead teacher salary must be paid according to the State Department of Education Teacher Salary Schedule for public school teachers (Appendix A).  
\*Note: This is base salary and does not include benefits!
- ➔ Official transcripts or teacher certification must be submitted to OSR no later than September 1, 2017.

# Auxiliary Teacher



## Auxiliary Teachers must:



Possess a high school diploma or GED



Possess CDA or equivalent (at least 9 credit hours of college coursework in the field of ECE or CD from a regionally credited institution)



Possess appropriate experience (at least 12 months) working in early childhood or experience in other OSR approved settings



Official transcripts (sent from institution) or copy of CDA must be submitted to OSR no later than September 1, 2017

# Auxiliary Teacher (continued)



**Funded for 187 days of service; 7.5 hours of work per day 5 days per week**



**7.5 hours must be solely dedicated to the pre-K classroom (6.5 hours of instruction and 1 hours of planning with lead teacher)**



**OSR requires all programs to pay the CDA salary for auxiliary teachers (appendix A)—programs may choose to pay for higher credentials**



**\*Note: Salary does not include benefits!**

# General Personnel Requirements



All First Class program personnel are employees of the pre-K provider, not OSR or the State of Alabama.



Pre-K personnel may not occupy more than one position during the 7.5 hour day (e.g. director and teacher or director and auxiliary).








All First Class program personnel must have a satisfactory criminal background check, and Child Abuse and Neglect (CAN) background check with fingerprinting

\*Documentation should be on file with employer\*

# Substitutes and Volunteers



-  Substitutes must have criminal background checks.
-  Long term substitutes (longer than 3 weeks) **must** have the same credentials **submitted** to OSR as the teacher they are replacing; notify your Regional Director for all long term substitutes.
-  If either the lead or the auxiliary teacher is absent a substitute must be present. In the case where both lead and auxiliary teachers are absent, 2 substitutes must be present.
-  Failure to hire a sub(s) will result in a \$500 fine per incident.
-  Volunteers **may not** be left in the classroom unsupervised by classroom personnel.



# Professional Development Requirements



Lead teachers required to attend a minimum of 15 hours of OSR sponsored trainings each year plus 15 additional hours offered by local or regional programs for a total of 30 total training hours

Auxiliary teachers required to attend a minimum of 10 hours of OSR sponsored trainings each year plus an additional 10 hours training offered by local or regional programs for a total of 20 total training hours



# STI-PD/ Chalkable



Software Technology, Incorporated Professional Development (STI-PD) is the system used to track professional development



All public school teachers/directors should go through their LEA to have an STI-PD account set up



All OSR Trainings will be registered for/given credit through STI-PD



It is each teacher's responsibility to enter their trainings in STI-PD on a monthly basis



If non-OSR outside trainings have occurred, non-public school teachers should enter the trainings under "my training history" and provide your First Class Monitor with a printed copy of any certificates so that you can receive credit for the trainings

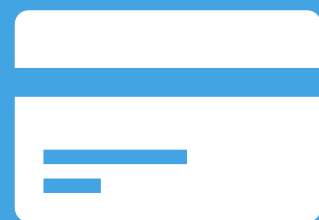
# Alabama First Class Pre-K Conference



- The Alabama First Class Pre-K Conference will be held **January 3-5, 2018** in Mobile
- Attendance at the conference January 4-5 (1.5 days) is **mandatory** for all lead and auxiliary teachers; the January 3 Pre-Conference day is optional, but strongly encouraged.
- If only 1 teacher attends, the classroom will be fined **\$500**.
- If there is no representation at the conference, the classroom will be fined **\$1000**.



# Training Reimbursement to Staff



Pre-K funds may be used to pay for substitute teachers and cost associated with staff travel (e.g. meals, lodging, mileage at the current state rate of .54) for all required state training sessions

The pre-K provider shall pay staff salaries and expenses for all OSR required OSR trainings (up to 7 days), within 30 days of training and/or upon receipt of invoices from teachers.



# Instructional Support Team



All OSR Classrooms will be assigned a First Class Regional Director, and First Class Monitor, and a First Class Coach.



OSR has a Professional Development Team that will be providing trainings throughout the year.

# First Class Coaches



- ➔ Will support classroom teachers by providing assistance with adhering to the Classroom Guidelines
- ➔ Connect teachers and administrators among First Class Programs
- ➔ Provide feedback, coaching, and assessments through regular classroom visits
- ➔ Work closely with Classroom teachers to identify and track progress towards continuous improvement goals

# First Class Monitors



- ➔ Assist OSR directors in adhering to the Program Guidelines and funding compliance
- ➔ Update and maintain information in Baseline
- ➔ Work closely with program directors
- ➔ Monitor and evaluate program progress during planned and random on-site visits throughout the year
- ➔ Provide guidance, support and resources to ensure program quality





# First Class Monitors Ensure Proper Expenditures



# Disciplinary Action



**Disciplinary Action for Non-Compliance with  
OSR Regulations could result in:**

**FINES**

of the Pre-K classroom

**SUSPENSION**

of the Pre-K classroom

**TERMINATION**

of the Pre-K classroom

# Memorandum of Understanding



The Memorandum of Understanding (MOU) is your agreement with OSR that you will comply with all Guidelines (formally known as the Quality Assurances)

You should read and become very familiar with this!



# Funding Lifecycle Manager (Foundant)



Foundant is the online management system utilized by the Office of School Readiness



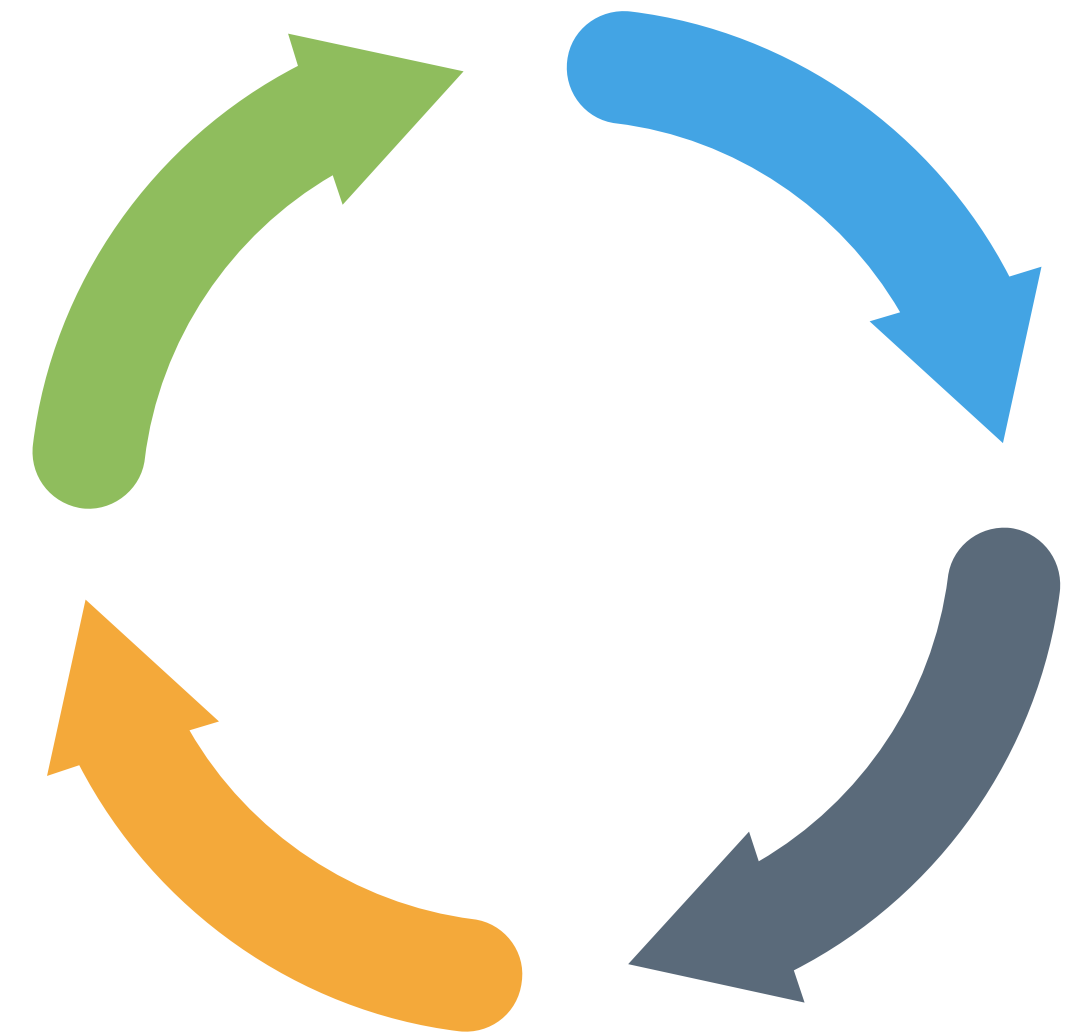
Directors will be expected to complete an Annual Status Review (ASR) yearly in Foundant unless they are going through the Funding Continuation Process



The Funding Continuation Process will be completed on a 3-year cycle based on the initial award year contingent upon meeting all compliance requirements; PLUS/Intervention/New Classroom Funding (not Tiered or Excellence) will reapply for Excellence or Tiered Funds after 1st year



Foundant is where all new funds will be applied for as Request for Proposals (RFPs) are announced



# Assistance



Your Regional Director, First Class Coach, or First Class Monitor are always great sources of information and support

You can access the Office of School Readiness online at [www.children.alabama.gov](http://www.children.alabama.gov) for valuable information

OSR is your support system to ensure that Alabama's children are getting the high quality pre-K learning experience they deserve!  
Please let us know if we can be of assistance!!

# First Class Pre-K



What do Alabama's  
four-year-olds do when  
they find out their state's  
pre-k program is the  
**best in the nation?**